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The Effectiveness of Using Video-Recorded Demos and Music Notation Software in Students' Self-Regulated Practice

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Abstract

For the last year, teachers and students in a major instrument applied music course have been forced to shift to an online learning approach due to the pandemic outbreak. Previously, students had one-on-one instruction and learnt by imitating live demonstrations from teachers to tackle challenging technical or musical features of the repertoire being studied. Due to restrictions on internet speed, teachers' live demonstrations via online lessons are less effective. To combat this issue, students were advised to use video-recorded demos and music notation software as supportive tools for their self-regulated practice.

This study sought to determine the effectiveness of using both resources in the self-regulated practice of string instrument students. Over the applied music course term, viola (n=17) and violin (n=3) students from diploma and degree programmes at the Malaysian Education University used teachers' video-recorded demos and transcriptions of pieces in music notation software. At the end of the term, the participants were asked to complete a questionnaire about the effectiveness of these resources. It was found that the students' cognitive musicality and inner-hearing skills were positively impacted. Although there were no significant differences between violin and viola players in terms of using the resources, significant differences emerged with regards to the levels of the courses being studied. In particular, less experienced students tended to use the music notation software less than the video-recorded demos, whilst more advanced students were more likely to use the music notation software to enhance their intonation, rhythm, and speed control. The use of both resources led to the improvement of students' self-regulated practice and learning abilities. Quantitative analysis indicated that by following the video-recorded demos, students developed their imitation skills, musical expression, and timing. By practising along with the score typed transcribed into the notation software, students were able to adapt their practice strategies to control intonation, understand rhythmic features, follow the metronome speed, and match their timing with the digital accompaniment.

In summary, the results indicate that, in conjunction with guidance by a teacher, both video-recorded demos and music notation software can be used to develop students' self-regulated practice skills. This implies that even when live demonstrations become possible again, these resources could still be used to sharpen certain aspects of students' playing.

Key words: *Music students, Self-regulated practice, Video-recorded demo, Music notation software*